GAM-200-FF1: Game Design – Spring 2024
Course Syllabus

Meeting Time and Location: Thursday, 8:15-11:15 AM, Fine Arts 249
Instructor: Matthew DiMatteo (he/him)
Email: mdimatteo@rider.edu
Office Hours: Monday, Wednesday, Friday 12:30-1:30 PM or by appointment, Fine Arts 214

Contents

Mutual respect and a commitment to inclusiveness are crucial to a positive learning environment. In this course, we will honor the diversity of all members of the Rider community by fostering a learning environment that is respectful of other classmates based on their identities and past experiences, including race, ethnicity, national origin, gender, sexuality, age, religion, culture, veteran status, and disability. I encourage any student who has concerns about the climate of this classroom or the behavior of others in the class to discuss matters with the instructor or the chair of the instructor's department.

Health and Wellness Resources

Student Health Center: Poyda Hall – healthcenter@rider.edu **609-896-5060**
Counseling Center: Zoerner House – counseling@rider.edu **609-896-5157**
Healthy Broncs Portal – Appointments, Medical Forms
National Suicide and Crisis Lifeline: **Dial 988**
Local Therapy Resources: https://findtreatment.samhsa.gov/
Report an Incident

Tutoring and Accessibility Support

Academic Success Center: Bart Luedeke Center, Suite 237, academicsuccesscenter@rider.edu
Student Accessibility and Support Services: Bart Luedeke Center, Suite 201, accessibility@rider.edu

Course Description

Game Design explores the theory and practice of creating games, with an emphasis on prototyping and playtesting. Students learn the fundamentals of design and experience the iterative process firsthand through small, themed prototyping projects and in-class playtesting. Students reflect in writing on their findings from playtesting and revision, compile a journal of their own meaningful gaming experiences, and analyze games as rule-based systems through weekly discussions and assignments.

Course Learning Goals

Students will:

1. Understand the structure of game systems and the function of systems in interactive experience design.
2. Design, create, playtest, and iterate on original game concepts that address a theme, issue, or idea.
3. Construct, test, and revise rule sets to respond to player feedback.
4. Analyze and critique games in terms of mechanics and content.
5. Explore the subjective nature of fun.
6. Examine games as cultural products that produce meaning through interactive play.
7. Understand various methods of communicating game concepts to others.

Course Requirements

1. Students will be expected to arrive to class on time, participate in class discussions and workshops, present, discuss, and defend ideas, and complete assignments by the date due. In the event of absence, students are responsible for communicating with the instructor in a timely manner, catching up on material covered in class, and completing any missed assignments.
2. Students should expect to spend a few hours per week outside of class time to complete assignments. Students are strongly encouraged to work consistently throughout the semester. Always take into account lab hours and possible technical problems when planning the time you will spend on assignments.
3. Students are responsible for saving and backing up their work, and are strongly encouraged to utilize multiple backup locations, such as external hard drives and cloud storage services (such as Google Drive, Dropbox, etc.) in addition to personal computers. Because students are expected to routinely back up their files, the loss of data is not considered an acceptable excuse for late or missing work.

Canvas

Resources such as class slides, readings, and other materials will be posted in the Files section. Assignment instructions and submission can be found in the Assignments section. The Announcements section will be used to post notifications on weather-related scheduling changes or any other news relevant to the class. Any announcements made will also be copied as a class-wide email.

Course Materials

Students are recommended to obtain the following materials:

1. **Required Text** – *Game Design Workshop: A Playcentric Approach to Creating Innovative Games*, 4th Edition by Tracy Fullerton. Boca Raton : CRC Press, 2019. This book will be required for completing certain writing assignments and is available through the Rider Bookstore or through online vendors such as Amazon.com. An electronic copy of the older 2nd Edition will be available online via Canvas, but students are encouraged to obtain the more recent 4th Edition. Additional readings will be made available online via Canvas.

2. **Physical Game Components** – Students will require physical game components for completing prototyping assignments. Please feel free to be creative: utilize common household objects such as pen and paper, index cards, paper clips, tape, pipe cleaners, pieces of candy, etc. You can find a lot of these at the Rider Bookstore. You can also cannibalize or borrow pieces from other games you own, such as dice, tokens, chips, cards, play money, spinners, etc. You can purchase custom game components and even manufacture your own physical games through services such as The Game Crafter, Print & Play Games, PrintNinja, and more.
Please note: if you have questions or concerns regarding purchasing any materials for this course, please contact me before doing so. There is often a low-tech or lower-cost option available.

3. **External Storage** – Highly recommended for storing and transferring files (useful not only for this course). A personal Google account includes 15 GB of free cloud storage. iCloud and Microsoft OneDrive offer 5 GB of free cloud storage. A physical external storage device is also recommended. A 1 TB drive can be a good personal investment for storing files beyond the scope of this course. Keep in mind that these drives may need to be formatted.

4. **Sketchbook/Notebook** – Recommended for sketching out concepts, jotting down playtest notes, and completing paper prototyping exercises.

Assignments and Grading

Individual students' grades will be determined as a percentage out of the **500 points possible** to be earned on the following assignments:

- **[28%] Prototypes – 4 for 140 pts (35 pts / 7% of Semester Grade each)**
  - Small physical game prototyping projects based on thematic prompts
  - Submit to Canvas a printed rule sheet, plus photos/video footage documenting the setup
  - Bring all necessary materials to class to playtest
- **[24%] Exercises – 6 for 120 pts (20 pts / 4% of Semester Grade each)**
  - A mix of brief writing responses and small diagrams
- **[16%] Reflections – 4 for 80 pts (20 pts / 4% of Semester Grade each)**
  - Mini postmortems on prototyping projects where students discuss feedback and possible improvements to their games
- **[12%] Board Game Analysis (60 pts)**
  - Students will play through classic board games in group workshops, then individually choose one game and (in writing) analyze the game's structural and systematic elements
- **[12%] Game Journal – 6 Entries for 60 pts (10 pts / 2% of Semester Grade each)**
  - Brief written responses to recent gaming experiences – students are encouraged to play games throughout the semester and write on impactful moments of gameplay
- **[4%] Attendance (20 pts)**
  - Students must attend at least 10 of 13 classes; 2 pts subtracted for each unexcused absence; 1 pt subtracted for each unexcused tardiness of 30+ min
- **[4%] Conduct (20 pts)**
  - No submission; assessed at end of semester

Extra Credit

- **Students can earn five Playtest Points (5 PP) each time they playtest a classmate's game in class.**
- Playtest Points will be added to a student's overall semester point total as extra credit.
- Students can earn a **maximum of 50 PP** throughout the semester.

Late Work

- All assignments (unless otherwise specified) must be submitted electronically to Canvas **by 5:30 PM** on the date due. **Assignments handed in late, without a proper excuse, will receive a grade penalty of -10% each week they are late**. Assignments not turned in at all will receive a grade of 0.

Grading Scale

A   93.50-100%   (468-500 pts)
A-   89.50-93.49%   (448-467 pts)
B+   86.50-89.49%   (433-447 pts)
B   83.50-86.59%   (418-432 pts)
B-   79.50-83.49%   (398-417 pts)
C+   76.50-79.49%   (383-397 pts)
C   73.50-76.49%   (368-382 pts)
C-   69.50-73.49%   (348-367 pts)
D   59.50-69.49%   (298-347 pts)
F   0-59.49%   (0-297 pts)

Students must earn a **D or higher to pass the course** and receive credit; however, students are strongly encouraged to earn a C or higher in each of their courses in order to maintain the necessary Grade Point Average of 2.0 or higher to remain in good academic standing.

Assignments by Category

Prototypes – 4 for 140 pts (28% of Semester Grade)

Due Week 05 / Feb. 22:   Prototype #1   (35 pts / 7% of Semester Grade)

Due Week 08 / Mar. 21:   Prototype #2   (35 pts / 7% of Semester Grade)

Due Week 11 / Apr. 11:   Prototype #3   (35 pts / 7% of Semester Grade)

Due Week 13 / Apr. 25:   Prototype #4   (35 pts / 7% of Semester Grade)

Exercises – 6 for 120 pts (24% of Semester Grade)

Due Week 02 / Feb. 1:   Exercise #1: Your Life as a Game   (20 pts / 4% of Semester Grade)

Due Week 03 / Feb. 8:   Exercise #2: Feature Design   (20 pts / 4% of Semester Grade)

Due Week 06 / Feb. 29:   Exercise #3: The Play Matrix   (20 pts / 4% of Semester Grade)

Due Week 07 / Mar. 7:   Exercise #4: Narrative   (20 pts / 4% of Semester Grade)

Due Week 10 / Apr. 4:   Exercise #5: Gameplay Diagram   (20 pts / 4% of Semester Grade)

Due Finals Week / May 3:   Exercise #6: Design Macro   (20 pts / 4% of Semester Grade)

Projects – 2 for 120 pts (24% of Semester Grade)

Due Week 10 / Apr. 4:   Board Game Analysis   (60 pts / 12% of Semester Grade)

Due Finals Week / May 3:   Game Journal   (60 pts / 12% of Semester Grade)

Reflections – 4 for 80 pts (16% of Semester Grade)

Due Week 06 / Feb. 29:   Reflection #1   (20 pts / 4% of Semester Grade)

Due Week 09 / Mar. 28:   Reflection #2   (20 pts / 4% of Semester Grade)

Due Week 12 / Apr. 18:   Reflection #3   (20 pts / 4% of Semester Grade)

Due Finals Week / May 3:   Reflection #4   (20 pts / 4% of Semester Grade)

Attendance – 20 pts (4% of Semester Grade)

Students must attend at least 10 of 13 classes (not including the Final Exam Period); 2 pts subtracted for each unexcused absence; 1 pt subtracted for each unexcused tardiness of 30+ min – view details on Canvas

Conduct – 20 pts (4% of Semester Grade)

No submission; assessed at end of semester – view details on Canvas

Assignments Calendar

Date Due	Assignment	Points Possible (500 total)
Due Week 02 / Feb. 1:	Exercise #1: Your Life as a Game	(20 pts / 4% of Semester Grade)
Due Week 03 / Feb. 8:	Exercise #2: Feature Design	(20 pts / 4% of Semester Grade)
Due Week 05 / Feb. 22:	Prototype #1	(35 pts / 7% of Semester Grade)
Due Week 06 / Feb. 29:	Reflection #1	(20 pts / 4% of Semester Grade)
Due Week 06 / Feb. 29:	Exercise #3: The Play Matrix	(20 pts / 4% of Semester Grade)
Due Week 07 / Mar. 7:	Exercise #4: Narrative	(20 pts / 4% of Semester Grade)
Due Week 08 / Mar. 21:	Prototype #2	(35 pts / 7% of Semester Grade)
Due Week 09 / Mar. 28:	Reflection #2	(20 pts / 4% of Semester Grade)
Due Week 10 / Apr. 4:	Board Game Analysis	(60 pts / 12% of Semester Grade)
Due Week 10 / Apr. 4:	Exercise #5: Gameplay Diagram	(20 pts / 4% of Semester Grade)
Due Week 11 / Apr. 11:	Prototype #3	(35 pts / 7% of Semester Grade)
Due Week 12 / Apr. 18:	Reflection #3	(20 pts / 4% of Semester Grade)
Due Week 13 / Apr. 25:	Prototype #4	(35 pts / 7% of Semester Grade)
Due Finals Week / May 3:	Game Journal	(60 pts / 12% of Semester Grade)
Due Finals Week / May 3:	Reflection #4	(20 pts / 4% of Semester Grade)
Due Finals Week / May 3:	Exercise #6: Design Macro	(20 pts / 4% of Semester Grade)
	Attendance	(20 pts / 4% of Semester Grade)
	Conduct	(20 pts / 4% of Semester Grade)

Assignment Instructions

Exercise #1 – Your Life as a Game
20 pts (4% of Semester Grade)
Due Week 2 (Feb. 1)

Instructions

List three areas of your life that could work as a game and describe a possible underlying structure for each. Which of these concepts is most intriguing to you? Why?

Submitting Your Work

Post your response to Canvas **by 5:30 PM** on the due date listed above. Submit as a Word document, Google Doc, PDF, rich or plain text file, or media recording.

Grading Rubric

5 pts: List one area of your life that could work as a game and describe a possible underlying structure for it.
- 5 pts = The point is addressed clearly and in good detail
- 3 pts = The point is addressed clearly and in decent detail
- 1 pt = The point is addressed unclearly or in scant detail
- 0 pts = The point is not addressed at all

5 pts: List a second area of your life that could work as a game and describe a possible underlying structure for it.
- 5 pts = The point is addressed clearly and in good detail
- 3 pts = The point is addressed clearly and in decent detail
- 1 pt = The point is addressed unclearly or in scant detail
- 0 pts = The point is not addressed at all

5 pts: List a third area of your life that could work as a game and describe a possible underlying structure for it.
- 5 pts = The point is addressed clearly and in good detail
- 3 pts = The point is addressed clearly and in decent detail
- 1 pt = The point is addressed unclearly or in scant detail
- 0 pts = The point is not addressed at all

5 pt: Which of these concepts is the most intriguing to you? Why?
- 5 pts = The point is addressed clearly and in good detail
- 3 pts = The point is addressed clearly and in decent detail
- 1 pt = The point is addressed unclearly or in scant detail
- 0 pts = The point is not addressed at all

Exercise #2 – Feature Design

20 pts (4% of Semester Grade)
Due Week 3 (Feb. 8)

Instructions

Choose a game you know well and **design** a **new feature** for it, one that does not currently exist in the game. This could be a new game **mode**, a new gameplay **mechanic**, a new **item**, a new type of **unit**, a better way to **communicate** information to the player through the **interface**, or anything else you can think of that would **meaningfully improve** and **expand** the game (as best as can be understood without actually playtesting it).

This new feature should also **fit the context** of the game – it **should not drastically deviate** from the game's **genre**, and the player should be required to employ the **same skills** being **built throughout** the game, simply **applying them** in **new ways**. The feature should also **fit** with the **narrative** aspects **if applicable**.

Include some visuals to help communicate your feature design.
- You may find it helpful to create a **feature storyboard** to do this. This can be done **on paper, or electronically** in a program like Adobe Photoshop. Include a series of panels containing **still images** that depict what is **happening** in the game at each moment. Consider what **state** the game is in at that time. The panels should proceed **chronologically** from beginning to end, showing **each** step. Indicate what **actions** the player takes and what **effect** those actions have.
- Another possibility is to take **screenshots of the existing game** and **augment** these with **annotations** and **edits** showing how the existing game would be modified.
- Use **text** to **supplement** any images you provide. The important thing is that it is **clear** how this new feature **works**.

Refer to p. 190, 193, 198 in *Game Design Workshop* for more information on creating a feature design.

Submitting Your Work

Upload your Feature Design to Canvas **by 5:30 PM** on the due date listed above. Include:
- The **title** of the game you are designing the feature for
- Any **text** and/or **media files** that **communicate** your feature design
- Any **media files**, such as PSD or AI format, used to create any imagery

Grading Rubric

5 pts: Describe your proposed new feature.
- 5 pts = The feature is described clearly and in thorough detail
- 3 pts = The feature is described clearly but not in great detail
- 1 pt = The feature is described only very slightly, or is described unclearly
- 0 pts = The question is not described at all, or the answer is unintelligible

5 pts: Explain why/how this feature will meaningfully improve/expand on the game.
- 5 pts = A clear, detailed explanation shows that the feature will meaningfully improve/expand on the game

- 3 pts = The feature marginally improves/expands on the game, or the explanation needs more detail/better clarity
- 1 pt = The feature scarcely improves/expands on the game, or the explanation needs much more detail/better clarity
- 0 pts = The feature does not improve/expand on the game, or no explanation is provided

5 pts: The proposed new feature fits the context of the game from a gameplay and narrative standpoint.
- 5 pts = The proposed feature fits the context of the game from both a gameplay and and narrative standpoint
- 3 pts = The proposed feature either strays too much from the base gameplay or does not fit with the narrative
- 1 pt = The proposed feature is wildly out of context from a gameplay and/or narrative perspective
- 0 pts = No feature is provided

5 pts: Include some visuals to help communicate your feature design.
- 5 pts = Multiple visuals clearly and in good detail show how the feature would work
- 3 pts = One visual shows how the feature will work, but more detail and/or clarity would help
- 1 pt = One visual attempts to show how the feature will work, but it remains unclear
- 0 pts = No visuals are provided

Exercise #3 – The Play Matrix

20 pts (4% of Semester Grade)
Due Week 6 (Feb. 29)

Instructions
Refer to the "Play Matrix" discussed on page 299 in *Game Design Workshop*. Choose **seven** of your favorite games and plot them on the play matrix. **Include this graph with your submission**. Is there a pattern? What does this tell you about yourself?

Submitting Your Work
Upload your work to Canvas **by 5:30 PM** on the due date listed above. Include:
- Your **play matrix** with plotted games as an **image file** (PNG or JPG) or as a PDF
- A brief **response** to the questions above as a submission comment, Word document, Google Doc, PDF, rich or plain text file, or media recording.

Grading Rubric
15 pts: Choose **seven** of your favorite games and plot them on the play matrix. **Include this graph with your submission**.
- 15 pts = Seven games are plotted on the play matrix
- 12 pts = Six games are plotted on the play matrix
- 10 pts = Five games are plotted on the play matrix
- 8 pts = Four games are plotted on the play matrix
- 6 pts = Three games are plotted on the play matrix
- 4 pts = Two games are plotted on the play matrix
- 2 pts = One game is plotted on the play matrix
- 0 pts = Zero games are plotted on the play matrix

5 pts: Is there a pattern? What does this tell you about yourself?
- 5 pts = The question is answered clearly and in thorough detail
- 3 pts = The question is answered clearly but not in great detail
- 1 pt = The question is answered only very slightly, or is answered unclearly

- 0 pts = The question is not answered at all, or the answer is unintelligible

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Exercise #4 – Narrative

20 pts (4% of Semester Grade)

Due Week 7 (Mar. 7)

Instructions

Choose one of the following and post your response to Canvas **by 5:30 PM** on the due date listed above. Submit as a Word document, Google Doc, PDF, rich or plain text file, or media recording.

20 pts – Option 1: Premise

Choose **four games** and briefly **describe the premise** for each. How does each premise **enhance** the game?

20 pts – Option 2: Characters

Name **two game characters** that you find **compelling**. How are these characters **brought to life** within the game? What allows you to **identify** with them? Are they **rounded** or **flat**, **dynamic** or **static**? Are they **player** characters or **non-player** characters?

20 pts – Option 3: Story

Choose **two games** that you feel successfully **meld their story with the gameplay**. Why do these games **succeed**? How does each plot **unfold** as the game progresses?

Grading Rubric (Option 1: Premise)

3 pts: Choose a game and describe its premise.
- 3 pts = The premise is described clearly and in good detail
- 2 pts = The premise is described clearly and in decent detail
- 1 pt = The premise is described unclearly or in scant detail
- 0 pts= The premise is not described at all

2 pts: How does the premise enhance the game?
- 2 pts = The question is answered clearly and completely
- 1 pt = The question is partially answered, or is answered somewhat unclearly
- 0 pts = The question is not answered at all, or the answer is unintelligible

3 pts: Choose a second game and describe its premise.
- 3 pts = The premise is described clearly and in good detail
- 2 pts = The premise is described clearly and in decent detail
- 1 pt = The premise is described unclearly or in scant detail
- 0 pts= The premise is not described at all

2 pts: How does the premise enhance the game?
- 2 pts = The question is answered clearly and completely
- 1 pt = The question is partially answered, or is answered somewhat unclearly
- 0 pts = The question is not answered at all, or the answer is unintelligible

3 pts: Choose a third second game and describe its premise.

- 3 pts = The premise is described clearly and in good detail
- 2 pts = The premise is described clearly and in decent detail
- 1 pt = The premise is described unclearly or in scant detail
- 0 pts= The premise is not described at all

2 pts: How does the premise enhance the game?
- 2 pts = The question is answered clearly and completely
- 1 pt = The question is partially answered, or is answered somewhat unclearly
- 0 pts = The question is not answered at all, or the answer is unintelligible

3 pts: Choose a fourth game and describe its premise.
- 3 pts = The premise is described clearly and in good detail
- 2 pts = The premise is described clearly and in decent detail
- 1 pt = The premise is described unclearly or in scant detail
- 0 pts= The premise is not described at all

2 pts: How does the premise enhance the game?
- 2 pts = The question is answered clearly and completely
- 1 pt = The question is partially answered, or is answered somewhat unclearly
- 0 pts = The question is not answered at all, or the answer is unintelligible

Grading Rubric (Option 2: Characters)

1 pt: List a game character that you find compelling
- 1 pt = A game character is listed
- 0 pts = No game character is listed

2 pts: How is this character brought to life within the game?
- 2 pts = The question is answered clearly and completely
- 1 pt = The question is partially answered, or is answered somewhat unclearly
- 0 pts = The question is not answered at all, or the answer is unintelligible

2 pts: What allows you to identify with them?
- 2 pts = The question is answered clearly and completely
- 1 pt = The question is partially answered, or is answered somewhat unclearly
- 0 pts = The question is not answered at all, or the answer is unintelligible

2 pts: Is the character rounded or flat? That is to say, are they given a personality, or do they serve as a vessel for the player's agency (or as a foil to contrast with other characters/show those characters' growth)?
- 2 pts = The question is answered clearly and completely
- 1 pt = The question is partially answered, or is answered somewhat unclearly
- 0 pts = The question is not answered at all, or the answer is unintelligible

2 pts: Is the character dynamic or static? That is to say, how do they change throughout the game's story?
- 2 pts = The question is answered clearly and completely
- 1 pt = The question is partially answered, or is answered somewhat unclearly
- 0 pts = The question is not answered at all, or the answer is unintelligible

1 pt: Is the character a player character or non-player character (NPC)?
- 1 pt = The question is answered correctly
- 0 pts = The question is not answered or is answered incorrectly

1 pt: List another game character that you find compelling
- 1 pt = A game character is listed
- 0 pts = No game character is listed

2 pts: How is this character brought to life within the game?
- 2 pts = The question is answered clearly and completely
- 1 pt = The question is partially answered, or is answered somewhat unclearly
- 0 pts = The question is not answered at all, or the answer is unintelligible

2 pts: What allows you to identify with them?
- 2 pts = The question is answered clearly and completely
- 1 pt = The question is partially answered, or is answered somewhat unclearly
- 0 pts = The question is not answered at all, or the answer is unintelligible

2 pts: Is the character rounded or flat? That is to say, are they given a personality, or do they serve as a vessel for the player's agency (or as a foil to contrast with other characters/show those characters' growth)?
- 2 pts = The question is answered clearly and completely
- 1 pt = The question is partially answered, or is answered somewhat unclearly
- 0 pts = The question is not answered at all, or the answer is unintelligible

2 pts: Is the character dynamic or static? That is to say, how do they change throughout the game's story?
- 2 pts = The question is answered clearly and completely
- 1 pt = The question is partially answered, or is answered somewhat unclearly
- 0 pts = The question is not answered at all, or the answer is unintelligible

1 pt: Is the character a player character or non-player character (NPC)?
- 1 pt = The question is answered correctly
- 0 pts = The question is not answered or is answered incorrectly

Grading Rubric (Option 3: Story)

1 pt = Name a game that you feel successfully melds its story with the gameplay.
- 1 pt = A game is listed
- 0 pts = No game is listed

4 pts = How does the plot unfold as the game progresses?
- 4 pts = The plot is described clearly and in good detail
- 3 pts = The plot is described clearly and in decent detail
- 2 pts = The plot is described only very slightly, or is described unclearly
- 1 pt = The plot is barely described at all, or is described very unclearly
- 0 pts = The plot is not described at all, or is described unintelligibly

3 pts = How are the story and gameplay merged? Provide examples.
- 3 pts = The question is answered clearly and in thorough detail, with examples
- 2 pts = The question is answered clearly but not in great detail or lacking examples
- 1 pt = The question is answered only very slightly, or is answered unclearly or with no examples
- 0 pts = The question is not answered at all, or the answer is unintelligible

2 pts = Why do you think this game succeeds?
- 2 pts = The question is answered clearly and completely
- 1 pt = The question is partially answered, or is answered somewhat unclearly
- 0 pts = The question is not answered at all, or the answer is unintelligible

1 pt = Name another game that you feel successfully melds its story with the gameplay.
- 1 pt = A game is listed
- 0 pts = No game is listed

4 pts = How does the plot unfold as the game progresses?
- 4 pts = The plot is described clearly and in good detail
- 3 pts = The plot is described clearly and in decent detail

- 2 pts = The plot is described only very slightly, or is described unclearly
- 1 pt = The plot is barely described at all, or is described very unclearly
- 0 pts = The plot is not described at all, or is described unintelligibly

3 pts = How are the story and gameplay merged? Provide examples.

- 3 pts = The question is answered clearly and in thorough detail, with examples
- 2 pts = The question is answered clearly but not in great detail or lacking examples
- 1 pt = The question is answered only very slightly, or is answered unclearly or with no examples
- 0 pts = The question is not answered at all, or the answer is unintelligible

2 pts = Why do you think this game succeeds?

- 2 pts = The question is answered clearly and completely
- 1 pt = The question is partially answered, or is answered somewhat unclearly
- 0 pts = The question is not answered at all, or the answer is unintelligible

Exercise #5 – Gameplay Diagram
20 pts (4% of Semester Grade)
Due Week 10 (Apr. 4)

Instructions
Choose a game you are familiar with and create a **diagram of its core gameplay** mechanisms:
- **3+ World Systems** (such as Field, Town, Dungeon, Vehicles, People, Day/Night, Weather, etc.)
- **3+ Player Activities** (such as Missions, Challenges, Exploration, Combat, Dialogue, Commerce, etc.)
- **3+ Rewards/Meters** (such as Points, Rank, Experience, Currency, Equipment, Items, Abilities, etc.)

Either as a **sketch** or using a **digital too**l like Adobe Photoshop, use **boxes** to represent the **different system categories** and their **gameplay mechanisms**. Use **arrows** to indicate how each **feeds into the others**. Refer to p. 216-217 in *Game Design Workshop* for more information on diagramming gameplay.

Submitting Your Work
Upload your Gameplay Diagram to [Canvas](#) **by 5:30 PM** on the due date listed above. Include:
- Your diagram as an **image file** (PNG or JPG) or as a PDF
- Any **media files**, such as PSD or AI format, used to create the diagram

Grading Rubric
5 pts: Define **3+ World Systems** (such as Field, Town, Dungeon, Vehicles, People, Day/Night, Weather, etc.) and use **arrows** to **show how each relates to other systems** or gameplay aspects.
- 5 pts = Three or more world systems are clearly labeled and connected via arrows to other systems
- 3 pts = Two world systems are clearly labeled and connected via arrows to other systems
- 1 pt = One world system is clearly labeled and connected via arrows to other systems
- 0 pts = No world systems are listed

5 pts: Define **3+ Player Activities** (such as Missions, Challenges, Exploration, Combat, Dialogue, Commerce, etc.) and use **arrows** to **show how each relates to other systems** or gameplay aspects.
- 5 pts = Three or more player activities are clearly labeled and connected via arrows to other systems
- 3 pts = Two player activities are clearly labeled and connected via arrows to other systems
- 1 pt = One player activity is clearly labeled and connected via arrows to other systems
- 0 pts = No player activities are listed

5 pts: Define **3+ Rewards/Meters** (such as Points, Rank, Experience, Currency, Equipment, Items, Abilities, etc.) and use **arrows** to **show how each relates to other systems** or gameplay aspects.
- 5 pts = Three or more rewards/meters are clearly labeled and connected via arrows to other systems
- 3 pts = Two rewards/meters are clearly labeled and connected via arrows to other systems
- 1 pt = One reward/meter is clearly labeled and connected via arrows to other systems
- 0 pts = No rewards/meters are listed

5 pts: Overall **Clarity**
- 5 pts = Visual presentation of the diagram is extremely clear
- 3 pts = Visual presentation of the diagram is mostly clear
- 1 pt = Visual presentation of the diagram is unclear
- 0 pts = No diagram provided

Exercise #6 – Design Macro
20 pts (4% of Semester Grade)
Due Finals Week (May 3)

Instructions

Choose a **digital** game that includes a **world** and **characters**. Create a game design macro – a **high-level design overview** – to **communicate** the design of this game **at a glance**.

Organize your macro as a **spreadsheet** and **list 4+ major sections** of the game (levels, areas, scenarios, etc.). Indicate where/when **characters**, **gameplay mechanics**, **features**, and **themes** are introduced, as well as which are **emphasized** in each section of the game listed.

Refer to p. 464 in *Game Design Workshop* for more information about how design macros are structured.
View this example design macro

Submitting Your Work
- Upload your Design Macro to Canvas **by 5:30 PM** on the due date listed above. Include:
- A spreadsheet file (Excel, Numbers, or Google Sheets) detailing each section of the game and its corresponding gameplay, narrative elements, features, theming, or any other important details
- The title of the game you chose

Grading Rubric

2 pts: Section 1 characters, (playable, NPCs, enemies, etc.) listed
- 2 pts = Characters listed in good detail
- 1 pt = Characters listed in adequate detail
- 0 pts = Characters not listed

2 pts: Section 1 gameplay mechanics/features listed
- 2 pts = Mechanics/features listed in good detail
- 1 pt = Mechanics/features listed in adequate detail
- 0 pts = Mechanics/features not listed

1 pt: Section 1 themes (environment, element, narrative, etc.) listed
- 1 pt = Themes listed clearly
- 0 pts = Themes not listed

2 pts: Section 2 characters, (playable, NPCs, enemies, etc.) listed
- 2 pts = Characters listed in good detail
- 1 pt = Characters listed in adequate detail
- 0 pts = Characters not listed

2 pts: Section 2 gameplay mechanics/features listed
- 2 pts = Mechanics/features listed in good detail
- 1 pt = Mechanics/features listed in adequate detail
- 0 pts = Mechanics/features not listed

1 pt: Section 1 themes (environment, element, narrative, etc.) listed

- 1 pt = Themes listed clearly
- 0 pts = Themes not listed

2 pts: Section 3 characters, (playable, NPCs, enemies, etc.) listed
- 2 pts = Characters listed in good detail
- 1 pt = Characters listed in adequate detail
- 0 pts = Characters not listed

2 pts: Section 3 gameplay mechanics/features listed
- 2 pts = Mechanics/features listed in good detail
- 1 pt = Mechanics/features listed in adequate detail
- 0 pts = Mechanics/features not listed

1 pt: Section 1 themes (environment, element, narrative, etc.) listed
- 1 pt = Themes listed clearly
- 0 pts = Themes not listed

2 pts: Section 4 characters, (playable, NPCs, enemies, etc.) listed
- 2 pts = Characters listed in good detail
- 1 pt = Characters listed in adequate detail
- 0 pts = Characters not listed

2 pts: Section 4 gameplay mechanics/features listed
- 2 pts = Mechanics/features listed in good detail
- 1 pt = Mechanics/features listed in adequate detail
- 0 pts = Mechanics/features not listed

1 pt: Section 1 themes (environment, element, narrative, etc.) listed
- 1 pt = Themes listed clearly
- 0 pts = Themes not listed

Prototypes #1-3
35 pts (7% of Semester Grade) each
Due Week 05 (Feb. 22); Week 08 (Mar. 21); Week 11 (Apr. 11)

Instructions
Create a **physical prototype** of an original game concept, based on a **prompt** from class.

Include a **written rule sheet** that defines:
- The number of **players**, and whether the game is **competitive** or **cooperative**
- The primary **objective** of the game
- How the **outcome** is measured and a **winner** is determined
- **Procedures** for **starting** the game
- **Procedures** for **progressing** action throughout the game
- Rules for resolving **special circumstances**
- Rules **closing loopholes**

Step 1: Choose a Prompt or Theme
In class, we'll use random prompt generators to come up with potential themes for your game. **Choose one of the prompts generated in class or generate your own**. Include the prompt you used for the game in your Canvas submission.

Step 2: Devise a Player Experience Goal
In writing, define a **player experience goal** for your game – what do you want players to **think**, **feel**, or **do** as they play? What type of **scenarios** do you want them to find themselves in? What **skills** should players need to use to succeed? This should not be long; **a sentence or two** should suffice. Include this player experience goal in your Canvas submission, either as part of your rule sheet, as a comment, or as a separate document.

Step 3: Write a Rule Sheet and Construct a Physical Prototype
This may be done in any order, or in parallel. You may find that as you experiment with physical game components, you get a better sense of the rule structure. Treat both as a work in progress and continually update as needed.

For best **legibility**, please create your rule sheet **digitally** (using Google Docs, MS Word, etc.) and provide players with a **printed copy** during playtests (if you do not have access to a printer, email me your rule sheet before class and I can print it). Include your digital rule sheet in your Canvas submission. You may find it helpful to include **imagery** in your rule sheet to support the written content. For example, if there are special **configurations** or particular **arrangements** of units/components that players strive to achieve (like in Battleship or Connect Four), an **example** of what these might look like can go a long way in conveying that information to players.

To construct your prototype, you may wish to use **common household objects** such as **pens, pencils, markers, paper, index cards, paper clips, tape, coins, pieces of candy, toothpicks, pipe cleaners**, etc. You may also wish to

borrow components from other games you own such as **dice**, **poker chips**, **playing cards**, **play money**, **marbles**, **player tokens**, **figurines**, **spinners**, etc.

If your game requires a **custom board** or **cards,** you can construct these using **pen and paper** or **index cards**. You might also **design these digitally** using a tool like Adobe Photoshop or Illustrator and **print** the result. There are also services for manufacturing custom game components, such as The Game Crafter, Print & Play Games, or PrintNinja.

Please note: if you have questions or concerns regarding purchasing any materials for this course, please contact me before doing so. There is often a low-tech or lower-cost option available.

Step 4: Document Your Prototype
To communicate how the game is played, please document your prototype by taking **photos** or **video** of the **setup** and any **components** you create (such as **custom cards**, **tiles**, **game boards**, etc.). Include this documentation in your Canvas submission.

Step 5: Playtest Your Game
There will be a **written reflection assignment** due the week after each prototype is due. For these reflections, you will be asked to **discuss your findings** from **playtesting** your game. Students are strongly encouraged to take advantage of the available class time to playtest and gain valuable feedback. **Bring to class any materials needed to play the game**; **additional supplies will also be available for you to borrow**, such as pens, paper, index cards, dice, playing cards, marbles, meeples, poker chips, play money, paper clips, and tape. If you need anything **printed** ahead of time, send it to me and I can print it before class.

If you do not playtest your game during class, you will need to playtest with classmates, friends, family, or anyone else you are able to recruit outside of class time in order to complete the reflection assignments. Please let me know in a timely manner if you have any trouble arranging a playtest session.

Submitting Your Work
Upload your **rule sheet** and **documentation of your prototype** to Canvas **by 5:30 PM** on the due date listed above. Include in your Canvas submission:
- Your **rule sheet** (as a Google Doc, Word Doc, or PDF) with complete **instructions** for playing the game
- **Photos** or **video** footage **documenting** the game **setup** and **components**
- An expression of your **player experience goal** (as a Google Doc, Word Doc or PDF, or comment)
- The **prompt** you chose to base your game on (included as a comment or in the rule sheet)
- Any other information or materials that help communicate your game concept

Grading Rubric

1 pt: Number of Players
- 1 pt = The number of players required to play the game (this can be a range) is clearly defined in your rule sheet
- 0 pts = The number of players required to play the game is not defined

1 pt: Player Interaction Pattern
- 1 pt = The player interaction pattern (such as whether the game is competitive or cooperative) is clearly defined in your rule sheet
- 0 pts = The player interaction pattern is not defined

1 pt: Theme
- 1 pt = A theme or prompt for the game concept is provided
- 0 pts = No theme or prompt is provided

2 pts: Player Experience Goal
- 2 pts = The player experience goal for this game (such as what players should think/do/feel, scenarios they should find themselves in, skills they should rely on) is defined clearly (this need not be more than a sentence or two)
- 1 pt = The player experience goal is only partially defined, is defined unclearly, or relies on an unclear definition of "fun"
- 0 pts = The player experience goal is not defined

1 pt: Materials
- 1 pt = Game materials/components are clearly listed
- 0 pts = Game materials and player resources are not adequately defined

1 pt: Setup/Starting the Game
- 1 pt = The rule sheet clearly explains how to set up and begin the game
- 0 pts = The rule sheet does not adequately explain how to set up and begin the game

5 pts: Procedures Progressing Action / How the Game is Played
- 5 pts = Actions that players take to play the game are clearly defined and in good detail; after reading the rule sheet, there are no significant questions about how to play
- 4 pts = Actions that players take to play the game are mostly well defined; after reading the rule sheet, there are only minor questions about how to play
- 3 pts = Actions that players take to play the game are only partially defined; more clarity and/or detail is needed
- 2 pts = Actions that players take to play the game are not well defined; players would need much more information and/or clarity to understand how to play
- 1 pt = Actions that players take to play the game are barely defined at all; players would need a substantial amount of additional information and/or clarity to understand how to play
- 0 pts = Actions that players take to play the game are not defined in any way

1 pt: Main Objective
- 1 pt = The primary goal of your game is clearly defined in your rule sheet
- 0 pts = The primary goal of your game is not adequately defined

1 pt: How the Outcome is Determined and Measured
- 1 pts = Methods for measuring and determining an outcome (i.e., How can players win the game?) are clearly defined clearly in your rule sheet
- 0 pts = Methods for measuring and determining an outcome are not adequately defined

1 pts: Rules for Special Circumstances Defined
- 1 pt = The rule sheet clearly explains what to do in any special circumstances that may arise
- 0 pts = The rule sheet does not adequately address what to do in special circumstances that may arise

5 pts: Overall Rule Sheet Legibility
- 5 pts = The overall spelling, grammar, sentence structure, order and flow of contents, and general clarity of the rule sheet promote easy understanding of the rules; after reading, players have no major questions about how to play the game
- 4 pts = The overall spelling, grammar, sentence structure, order and flow of contents, and general clarity of the rule sheet are mostly sound, but a bit more attention to detail would help players understand how to play

- 3 pts = The overall spelling, grammar, sentence structure, order and flow of contents, and general clarity of the rule sheet are adequate, but a clearer presentation is needed in order for players to understand how to play
- 2 pts = The overall spelling, grammar, sentence structure, order and flow of contents, and general clarity of the rule sheet do not meet expectations; much more attention to detail is needed
- 1 pt = The overall spelling, grammar, sentence structure, order and flow of contents, and general clarity of the rule sheet are significantly lacking; the rule sheet feels sloppy
- 0 pts = No rule sheet is provided

5 pts: Quality of Prototype

- 5 pts = The physical prototype is legible, workable, and complete enough for players to get through a play session without issues (Note: this is not to say the prototype must be "pretty." Focus on clarity over making things "fancy." Also, issues disrupting play resulting from gaps in the rules are not factored into this criterion; this is more about whether the physical components themselves are sufficient to play the game)
- 4 pts = The physical prototype is mostly legible, workable, and complete enough to use. However, there could be some slight improvement as far as clarity (think relying on inelegant ways of tracking score, hit points, or other values; color-coding to distinguish players' pieces from each other, etc.)
- 3 pts = The physical prototype provides adequate workability, but there is room for significant improvement as far as clarity
- 2 pts = The physical prototype is incomplete or confusing in a way that prevents players from playing easily
- 1 pt = The physical prototype is of too poor quality for players to use
- 0 pts = No physical prototype is provided

5 pts: Meaningful Choices for Players

- 5 pts = The game provides ample room for players to make meaningful choices as they try to win
- 4 pts = The game provides decent room for player choice, but these choices could be more interesting
- 3 pts = The game provides some room for player choice to factor into the outcome, but these choices are bland or few and far between
- 2 pts = The game does not offer players enough of a chance to make meaningful choices that affect the outcome
- 1 pt = The game does not offer players any real choices
- 0 pts = The structure of the game is fundamentally incomplete and not really a game at all

5 pts: Originality

- 5 pts = The game concept is fresh and innovative, and feels like something never before seen
- 4 pts = The game concept is generally new, featuring innovation on top of a proven structure, formula, genre, etc.
- 3 pts = The game concept is clearly built on an existing concept but does a few small things that are new
- 2 pts = The game concept is clearly built on an existing concept but at least strives to do something new
- 1 pt = The game concept is a thinly veiled copy of an existing concept
- 0 pts = The game is a blatant ripoff of an existing concept

What You Are NOT Being Evaluated On:

- **Aesthetics** – Please note that aesthetic properties are NOT weighted in the evaluation; these projects are prototypes, and as such, the **main priority is expressing your concept through gameplay**. **Placeholder art** or game components are **perfectly acceptable** as long as they are **legible and usable**.
- **Fun** – While the goal in any game project is to create a fun experience for players, not all initial attempts result in a successful prototype. These projects are **learning experiences** emphasizing the **process**; if you playtest your game and find that it has flaws, there is still value in that discovery. What you learn from "failed" prototypes (which are not really failures but learning opportunities) can help make your next project better.

Prototype #4
35 pts (7% of Semester Grade)
Due Week 13 (Apr. 25)

For the final prototype assignment, students must **iterate** and **improve** on a **previous prototype** they created for this class. To do this, students must:

- Discuss in **writing** the **feedback received** from playtesting the original version. Students must **explain which suggestions they chose** to factor into their revision, which ones they did not, and provide a **rationale** for these decisions.
- Demonstrate **meaningful improvements** on the original design. The revised game should include **robust** modifications that **address the shortcomings** of the previous version and/or **expand on the previous content** significantly.
- **Document changes** between versions – reiterate the original **player experience goal**, provide both the **original** and **revised rule sheets**, and **highlight the changes** made on the revised rule sheet. To highlight changes, it is recommended that students use basic text formatting options such as bold-faced or italicized text, text color, and highlight color.

Submitting Your Work

Upload the following to Canvas by **5:30 PM** on the due date listed above:

- The **original rule sheet** (as Google Doc, Word Doc, or PDF)
- The **revised rule sheet**, with **changes highlighted**
- A **written discussion** of **feedback received** and the **rationale** for which suggestions to incorporate into the revision
- **Photos** or **video** footage **documenting** the game **setup** and **components**
- Any other information or materials that help communicate your game concept

Grading Rubric

20 pts: Meaningful Improvements

- 20 pts = Substantial work has been put in to improve on the original or previous version of the game. All loopholes have been closed by the incorporation of new rules; the player experience goal is 100% achieved; content has been expanded on to provide a robust experience
- 16 pts = Good work has been put in to improve on the original or previous version of the game. Loopholes are mostly closed, and the player experience goal is mostly achieved, but there is still some slight room for improvement
- 12 pts = Decent work has been put in to improve on the original or previous version of the game, but there are still a few loopholes and/or imbalances that need to be resolved before the player experience goal is achieved
- 8 pts = Not much work has been done to improve on the original or previous version of the game; things that were broken are still broken
- 4 pt = Very few changes have been made
- 0 pts = No real changes have been made

5 pts: Discussion of Feedback

- 5 pts = A clear, thorough discussion of feedback received from playtesting is included
- 4 pts = Feedback received from playtesting is discussed well; only a bit more detail or clarity would help

- 3 pts = Feedback received from playtesting is discussed adequately; more detail and/or clarity is needed
- 2 pts = Feedback received from playtesting is discussed briefly; much more detail and/or clarity is needed
- 1 pts = Feedback received is barely touched on or is discussed unintelligibly
- 0 pts = Feedback received is not discussed

5 pts: Documentation of Changes

- 5 pts = All changes are clearly highlighted in the revised rule sheet; the previous rule sheet is included for reference
- 4 pts = Most changes are clearly highlighted in the revised rule sheet; the previous rule sheet is included for reference
- 3 pts = Some changes are not highlighted and/or the previous rule sheet is not included for reference
- 2 pts = Many changes are not highlighted and/or the previous rule sheet is not included for reference
- 1 pts = Changes are not highlighted and/or the previous rule sheet is not included for reference
- 0 pts = Changes are not highlighted, and neither rule sheet is included

5 pts: Overall Clarity

- 5 pts = The overall spelling, grammar, sentence structure, order and flow of contents, and general clarity of the rule sheet promote easy understanding of the rules; after reading, players have no major questions about how to play the game; the physical prototype is legible, workable, and complete enough for players to complete a play session
- 4 pts = The overall spelling, grammar, sentence structure, order and flow of contents, and general clarity of the rule sheet are mostly sound, but a bit more attention to detail would help players understand how to play; the physical prototype is mostly legible, workable, and complete enough to use. However, there could be some slight improvement as far as clarity (think relying on inelegant ways of tracking score, hit points, or other values; color-coding to distinguish players' pieces from each other, etc.)
- 3 pts = The overall spelling, grammar, sentence structure, order and flow of contents, and general clarity of the rule sheet are adequate, but a clearer presentation is needed in order for players to understand how to play; the physical prototype provides adequate workability, but there is room for significant improvement as far as clarity
- 2 pts = The overall spelling, grammar, sentence structure, order and flow of contents, and general clarity of the rule sheet do not meet expectations; much more attention to detail is needed; the physical prototype is incomplete or confusing in a way that prevents players from playing easily
- 1 pt = The overall spelling, grammar, sentence structure, order and flow of contents, and general clarity of the rule sheet are significantly lacking; the rule sheet feels sloppy; the physical prototype is of too poor quality for players to use
- 0 pts = No rule sheet or physical prototype is provided

Reflections #1-4

20 pts (4% of Semester Grade) each

Due [Week 06 (Feb. 29)](#); [Week 09 (Mar. 28)](#); [Week 12 (Apr. 18)](#); [Finals Week (May 3)](#)

Playtest the game you created for your most recent prototype assignment with classmates, friends, family, or anyone else you are able to recruit. Please let me know in a timely manner if you have any trouble arranging a playtest session.

Present a hypothesis regarding your **player experience goals**, and **provide a brief summary of your findings from the playtest** (**about 250-500 words**).

Address the following points:
- Describe your **concept** – rules, procedures, objectives, winning conditions
- What were your **player experience goals** for this game? That is to say, what did you want players to **think**, **feel**, or **do** as they played? What type of **scenarios** did you want them to find themselves in? What **skills** should players need to use to succeed?
- Did the game **achieve** these player experience goals, based on the playtest?
- If not, **why** not? What must be **changed** in order to achieve these goals?
- How did **players** generally **respond**: positively, negatively, or mixed?
- Did players **understand** the **rules** and **procedures**? How much **explanation/intervention** was needed?
- Did players do anything (or did anything happen) that you **did not expect**? Was this good or bad?
- Did the game achieve your **player experience goals**?
- What **moments** stood out to the players, and to you? What **worked**, and what **didn't** work?
- What did you **learn** from players' feedback? What would you **change** about the game to **improve** it?

Submitting Your Work

Post each reflection to the corresponding [Assignments](#) page on Canvas **by 5:30 PM** (or by 11:59 PM for [Reflection #4](#)) on the due date listed above. Submit as a Word document, Google Doc, PDF, rich or plain text file, or media recording.

Grading Rubric

3 pts: Recap of Concept
- 3 pts = The game concept is summarized clearly
- 2 pts = The game concept is summarized, but some key details are missing
- 1 pt = The game concept is roughly summarized, but lots of key details are missing
- 0 pts = The game concept is not summarized

2 pts: Player Experience Goal
- 2 pts = The player experience goal for this game (such as what players should think/do/feel, scenarios they should find themselves in, skills they should rely on) is defined clearly (this need not be more than a sentence or two)
- 1 pt = The player experience goal is only partially defined, is defined unclearly, or relies on an unclear definition of "fun"
- 0 pts = The player experience goal is not defined

5 pts: Description of Playtest Session

- 5 pts = The playtest session is described clearly and in good detail, including: moments that stood out; players' overall understanding of the rules; things that went well and things that went badly; players' general response to the game
- 4 pts = The playtest session is described fairly well, but could go into a bit more detail or be a bit clearer
- 3 pts = The playtest session is described adequately, but should go into more detail or be clearer
- 2 pts = The description of the playtest session is too short, is missing key components, or is written unclearly
- 1 pt = A description of the playtest session is barely included or is written unintelligibly
- 0 pts = No description of the playtest session is included

5 pts: Description of Playtester Feedback

- 5 pts = Feedback received from playtesters is described clearly and in good detail
- 4 pts = Feedback received from playtesters is described fairly well, but could go into a bit more detail or be a bit clearer
- 3 pts = Feedback received from playtesters is described adequately, but should go into more detail or be clearer
- 2 pts = The description of playtester feedback is too short, is missing key components, or is written unclearly
- 1 pt = A description of playtester feedback is barely included or is written unintelligibly
- 0 pts = No description of playtester feedback is included

5 pts: Discussion of Potential Improvements

- 5 pts = Potential improvements to the game, based on player feedback, are discussed clearly, thoughtfully, and in good detail
- 4 pts = Potential improvements to the game, based on player feedback, are discussed fairly well, but could be clearer, more thoughtful, or more detailed
- 3 pts = Potential improvements to the game, based on player feedback, are discussed adequately, but should be clearer, more thoughtful, and/or more detailed.
- 2 pts = The discussion of potential improvements is too short, relies on general, vague terms, and is otherwise unsatisfactory
- 1 pt = A discussion of potential improvements is barely included or is written unintelligibly
- 0 pts = No discussion of potential improvements is included

Board Game Analysis

60 pts (12% of Semester Grade)

Due Week 10 (Apr. 4)

Instructions

Choose one of the board games you played in class this semester and address the following points. Post your response to Canvas **by 5:30 PM** on the due date listed above. Submit as a Word document, Google Doc, PDF, rich or plain text file, or media recording.

Grading Rubric

25 pts: Identify the **formal elements** that make the game function:

- **2 pts**: How many **players** is the game intended for? What is the **player interaction pattern**?
  - 2 pts = The question is answered clearly and completely
  - 1 pt = The question is partially answered, or is answered somewhat unclearly
  - 0 pts = The question is not answered at all, or the answer is unintelligible
- **3 pts**: What is the **main objective** of the game? Are there any **sub-goals** or minor objectives?
  - 3 pts = The question is answered clearly and completely
  - 2 pts = The question is answered mostly clearly and completely
  - 1 pt = The question is partially answered, or is answered somewhat unclearly
  - 0 pts = The question is not answered at all, or the answer is unintelligible
- **3 pts**: How do **rules** define **starting procedures**?
  - 3 pts = The question is answered clearly and in thorough detail
  - 2 pts = The question is answered clearly but not in great detail
  - 1 pt = The question is answered only very slightly, or is answered unclearly
  - 0 pts = The question is not answered at all, or the answer is unintelligible
- **3 pts**: How do **rules** define **procedures for progression of play**?
  - 3 pts = The question is answered clearly and in thorough detail
  - 2 pts = The question is answered clearly but not in great detail
  - 1 pt = The question is answered only very slightly, or is answered unclearly
  - 0 pts = The question is not answered at all, or the answer is unintelligible
- **3 pts**: How do **rules** define **procedures for resolving special circumstances**?
  - 3 pts = The question is answered clearly and in thorough detail
  - 2 pts = The question is answered clearly but not in great detail
  - 1 pt = The question is answered only very slightly, or is answered unclearly
  - 0 pts = The question is not answered at all, or the answer is unintelligible
- **3 pts**: How do **rules** define **procedures** for **ending** the game and determining a **winner**? How is this **measured**?
  - 3 pts = The question is answered clearly and in thorough detail
  - 2 pts = The question is answered clearly but not in great detail
  - 1 pt = The question is answered only very slightly, or is answered unclearly
  - 0 pts = The question is not answered at all, or the answer is unintelligible
- **3 pts**: What **resources** do players have? How must the player **manage** them, and how are they **valuable**?
  - 3 pts = The question is answered clearly and in thorough detail
  - 2 pts = The question is answered clearly but not in great detail

- ○ 1 pt = The question is answered only very slightly, or is answered unclearly
- ○ 0 pts = The question is not answered at all, or the answer is unintelligible
- **3 pts**: What factors contribute to producing a **conflict**?
  - ○ 3 pts = The question is answered clearly and in thorough detail
  - ○ 2 pts = The question is answered clearly but not in great detail
  - ○ 1 pt = The question is answered only very slightly, or is answered unclearly
  - ○ 0 pts = The question is not answered at all, or the answer is unintelligible
- **2 pts**: What kind of **boundaries** are there? What **agreements** do players make when entering the game?
  - ○ 2 pts = The question is answered clearly and completely
  - ○ 1 pt = The question is partially answered, or is answered somewhat unclearly
  - ○ 0 pts = The question is not answered at all, or the answer is unintelligible

8 pts: Identify the **dramatic elements** that layer on top of the structural ones:

- **3 pts**: What factors create **challenge**? How does challenge **change** throughout the game?
  - ○ 3 pts = The question is answered clearly and in thorough detail
  - ○ 2 pts = The question is answered clearly but not in great detail
  - ○ 1 pt = The question is answered only very slightly, or is answered unclearly
  - ○ 0 pts = The question is not answered at all, or the answer is unintelligible
- **2 pts**: Is there a **premise**? How does this change the experience?
  - ○ 2 pts = The question is answered clearly and completely (or is non-applicable)
  - ○ 1 pt = The question is partially answered, or is answered somewhat unclearly
  - ○ 0 pts = The question is not answered at all, or the answer is unintelligible
- **3 pts**: Do you play as a particular **character**? How are players **represented** visually and thematically in the game? How does that change the experience?
  - ○ 3 pts = The question is answered clearly and in thorough detail
  - ○ 2 pts = The question is answered clearly but not in great detail
  - ○ 1 pt = The question is answered only very slightly, or is answered unclearly
  - ○ 0 pts = The question is not answered at all, or the answer is unintelligible

14 pts: Reflect on your experience playing the game:

- **3 pts**: How do **skill** and **luck** factor into this game? Which is **emphasized more**?
  - ○ 3 pts = The question is answered clearly and in thorough detail
  - ○ 2 pts = The question is answered clearly but not in great detail
  - ○ 1 pt = The question is answered only very slightly, or is answered unclearly
  - ○ 0 pts = The question is not answered at all, or the answer is unintelligible
- **3 pts**: What **kind of skills** do players need to exercise to succeed at the game?
  - ○ 3 pts = The question is answered clearly and in thorough detail
  - ○ 2 pts = The question is answered clearly but not in great detail
  - ○ 1 pt = The question is answered only very slightly, or is answered unclearly
  - ○ 0 pts = The question is not answered at all, or the answer is unintelligible
- **3 pts**: What is the role of **diplomacy** or **social interaction** in the game? Is there room for **bluffing**, **gamesmanship**, **bartering**, **teamwork**?
  - ○ 3 pts = The question is answered clearly and in thorough detail
  - ○ 2 pts = The question is answered clearly but not in great detail
  - ○ 1 pt = The question is answered only very slightly, or is answered unclearly
  - ○ 0 pts = The question is not answered at all, or the answer is unintelligible

- **3 pts**: Did the experience **change you personally** in any way? Are you more **confident** in your skills? Were you able to **de-stress** by playing the game? Did you **learn** anything interesting? Did you build any **relationships** with other players?
    - 3 pts = The question is answered clearly and in thorough detail
    - 2 pts = The question is answered clearly but not in great detail
    - 1 pt = The question is answered only very slightly, or is answered unclearly
    - 0 pts = The question is not answered at all, or the answer is unintelligible
- **2 pts**: Did the experience **inspire** you to provide a similar experience in games you design?
    - 2 pts = The question is answered clearly and completely (or is non-applicable)
    - 1 pt = The question is partially answered, or is answered somewhat unclearly
    - 0 pts = The question is not answered at all, or the answer is unintelligible

13 pts: Objectively **evaluate the experience** offered by the game:
- **3 pts**: In your opinion, is the game **fun**? **Why** or why not? Cite **specific factors** as reasons.
    - 3 pts = The question is answered clearly and in thorough detail with specific factors cited
    - 2 pts = The question is answered clearly but not in great detail or without reasons provided
    - 1 pt = The question is answered only very slightly, or is answered unclearly
    - 0 pts = The question is not answered at all, or the answer is unintelligible
- **3 pts**: What is the greatest **strength** of the game, and what is its greatest **weakness**?
    - 3 pts = The question is answered clearly and in thorough detail; both a strength and weakness are cited
    - 2 pts = The question is answered clearly but not in great detail, or either the strength or weakness is not cited
    - 1 pt = The question is answered only very slightly, or is answered unclearly
    - 0 pts = The question is not answered at all, or the answer is unintelligible
- **2 pts**: How would you rate the **gameplay**? Are the **rules** easy to **learn**?
    - 2 pts = The question is answered clearly and completely
    - 1 pt = The question is partially answered, or is answered somewhat unclearly
    - 0 pts = The question is not answered at all, or the answer is unintelligible
- **3 pts**: Does the game do anything **unique**, **special**, or **novel**, or is it largely **derivative**? Are the core **mechanics** new, or borrowing from previous games? Does the game address an intriguing **theme** or deliver a **message**? If the game is derivative, is this actually a problem, or does it execute on established conventions well enough that it does not matter (in your opinion)?
    - 3 pts = The question is answered clearly and in thorough detail
    - 2 pts = The question is answered clearly but not in great detail
    - 1 pt = The question is answered only very slightly, or is answered unclearly
    - 0 pts = The question is not answered at all, or the answer is unintelligible
- **1 pt**: Rate the game on a scale of 0 to 10 (10 being highest)
    - 1 pt = A quantitative rating is provided
    - 0 pts = No rating is provided
- **1 pt**: Would you **recommend** this game to a friend? For example, should they: Complete it? Buy it? Try it before deciding on whether to purchase it? Pass on it entirely?
    - 1 pt = A clear recommendation is provided
    - 0 pts = No recommendation is provided, or the recommendation is unclear

Game Journal
60 pts (12% of Semester Grade)
Due Finals Week (May 3)

Instructions
Six (6) entries will be due by the end of the semester (May 3), though students are encouraged to work consistently on these throughout the semester. For each entry:
- Think back to a game you recently played. If you haven't played anything recently, play something now
- **In 250-500 words, write about a memorable moment** in your gameplay experience.
- What stood out? Was it a challenging puzzle or battle? A surprising plot twist or quirky character moment? Something frustrating? Rewarding? A chaotic multiplayer interaction? A rich customization experience? A powerful choice you had to make? An addictive gameplay loop that resulted in you getting totally sucked in and losing track of time?

In your journal entry, include:
- The **title** of the game you played
- The **date** you played (as best you can remember)
- **What happened** that stood out to you as memorable
- **Why** the event was so memorable
- How the event **changed** your gaming experience – are you better or worse equipped to tackle the next challenges? More emotionally invested in the story? Motivated to continue playing? Rage-quitting?
- Did the event **change you personally** in any way? Are you more **confident** in your skills? Were you able to **de-stress** by playing the game? Did you **learn** anything interesting? Did you build any **relationships** with other players?
- Did the event **inspire** you to provide a similar experience in games you design?

Submitting Your Work
Post your game journal to Canvas **by 11:59 PM** on the due date listed above. Submit as a Word document, Google Doc, PDF, rich or plain text file, or media recording.

Grading Rubric (for each entry)
2 pts: Description of the gameplay moment or event
- 2 pts = The gameplay moment or event is described clearly and in good detail
- 1 pt = The gameplay moment or event is described briefly and/or unclearly
- 0 pts = No description of the gameplay moment or event is provided

2 pts: Discussion of why the moment or event was memorable
- 2 pts = A clear, detailed discussion of why the gameplay moment or event was memorable is included
- 1 pt = The discussion of why the gameplay moment or event was memorable is brief and/or unclear
- 0 pts = No discussion of why the gameplay moment or event was memorable is included

2 pts: Discussion of how the moment or event changed your gaming experience
- 2 pts = A clear, detailed discussion of how the gameplay moment or event changed your gaming experience is included

- 1 pt = The discussion of how the gameplay moment or event changed your gaming experience is brief and/or unclear
- 0 pts = No discussion of how the gameplay moment or event changed your gaming experience is included

2 pts: Discussion of how the moment or event changed you personally

- 2 pts = A clear, detailed discussion of how the gameplay moment or event changed you personally is included
- 1 pt = The discussion of how the gameplay moment or event changed you personally is brief and/or unclear
- 0 pts = No discussion of how the gameplay moment or event changed you personally is included

2 pts: Discussion of how the moment or event inspired you in designing your own games

- 2 pts = A clear, detailed discussion of how the gameplay moment or event inspired your own designs is included
- 1 pt = The discussion of how the gameplay moment or event inspired your own designs is brief and/or unclear
- 0 pts = No discussion of how the gameplay moment or event inspired your own designs is included

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Attendance

20 pts (4% of Semester Grade)

No submission; assessed at end of semester

- Students are expected to attend each class on time. Because life can be unpredictable, students will have **3 free attendance passes**, meaning **10 of the 13 class sessions (not counting the Final Exam Period) must be attended**.
- Attendance will be worth **up to 2 pts per class**.
- **2 pts** will be **deducted** from this category for each unexcused **absence**.
- **1 pt** will be **deducted** for each unexcused **tardiness** of more than **30** minutes.

Conduct

20 pts (4% of Semester Grade)

No submission; assessed at end of semester

Students are expected to:

- **5 pts** — Treat others with **respect**
- **5 pts** — Pay **attention** in class
- **5 pts** — Keep **distractions** to a **minimum**
- **5 pts** — Abide by all classroom **policies**

Course Schedule (subject to change)

Week 1 (Jan. 25) – Course Overview

Group Activity: Mindmap – What Do Good Games Have in Common?

Introductions

Lecture/Discussion: Course Overview

- Assignments, Academic Integrity, Late Work Policy, Attendance & Participation, Expectations
- Prototype #1 Instructions, Prompt Generation
- Portfolio/Digital Rights Management Considerations
- Course Materials (Textbook, Canvas)
- Student Support Resources

Assignments:

- Exercise #1: Your Life as a Game (Due Week 2 / Feb. 1)
- Start Prototype #1 (Due Week 5 / Feb. 22)
- Start Game Journal (6 entries due by end of semester / May 3)

OPTIONAL Student Stress Factors Survey – this will help me understand any challenges you may be facing outside of class but will not factor into your grade

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Week 2 (Feb. 1) – Conceptualization, Fun Factors

Due: Exercise #1: Your Life as a Game (20 pts / 4% of Semester Grade)

Group Activity: Blue Sky Brainstorm

Lecture/Discussion: Brainstorming and Conceptualization

- Stages of Creativity
- Brainstorming Methods & Best Practices
- Developing Player Experience Goals
- Editing/Refining Ideas
- Turning Ideas into a Game

Group Activity: The "Exquisite Corpse" Game

Lecture/Discussion: Fun Factors

- Why Do We Play Games? A Theory of Fun
- What Players Want and Expect
- 4 Fun Keys/Play Styles – Hard Fun, Easy Fun, Serious Fun, Social Fun
- Types of Players
- Play – Fantasizing, Social Interaction, Exploration & Discovery, Collection, Stimulation, Self Expression, Performance, Construction
- Challenge – Pursuing Goals, Competition, Stretching Personal Limits, Exercising Difficult Skills, Making Interesting Choices
- Types of Decisions – Good and Bad
- Dilemmas and the Payoff Matrix – Cake-Cutting Scenario, Prisoner's Dilemma
- Video: Game Maker's Toolkit – The Power of Invisible Choices
- Rewards and Punishments, Operant Conditioning

- Anticipation and Surprise
- Fun Killers – Micromanagement, Stagnation, Insurmountable Obstacles, Arbitrary Events, Predictable Paths

Further Reading:

- *Theory of Fun*
- *Game Design Workshop* Chapter 6: Conceptualization (169-201)
- *Game Design Workshop* Chapter 11: Fun and Accessibility (349-388)

Assignments:

- Exercise #2: Feature Design (Due Week 3 / Feb. 8)
- Review Board Game Rules: *Catan*, *Risk* (Due Week 3 / Feb. 8)
- Continue Prototype #1 (Due Week 5 / Feb. 22)
- Continue Game Journal (6 entries due by end of semester / May 3)

Week 3 (Feb. 8) – Board Game Workshop #1: *Catan*, *Risk*

Due:

- Exercise #2: Feature Design (20 pts / 4% of Semester Grade)
- Review Board Game Rules: *Catan*, *Risk*

Lecture/Discussion: Constructing Rule Sheets

- Elements of a Rule Sheet
- Rules Overview – *Catan*, *Risk*

Group Activity: Board Game Workshop #1 – *Catan*, *Risk*

Discussion: Board Game Takeaways

Assignments:

- Continue Prototype #1 (Due Week 5 / Feb. 22)
- Continue Game Journal (6 entries due by end of semester / May 3)

Week 4 (Feb. 15) – Physical Prototyping

Nothing due this week – good opportunity to work on Game Journal (6 entries due by end of semester / May 3)

Lecture/Discussion: Physical Prototyping

- Defining Player Experience Goals
- *Battleship* Modification
- Physical Prototyping Techniques
- Diagramming Core Gameplay
- Rules vs. Features; Refining a Prototype
- Early Prototypes of Famous Games

Group Activity: Paper FPS

Further Reading: *Game Design Workshop* Chapter 7: Prototyping (203-240)

Assignments:

- Finish Prototype #1 (Due Week 5 / Feb. 22)
- Continue Game Journal (6 entries due by end of semester / May 3)

Week 5 (Feb. 22) – Prototype #1 Playtest

Due: Prototype #1 (35 pts / 7% of Semester Grade)

Lecture/Discussion: Playtesting

- Defining Playtesting
- Conducting a Playtesting Session
- Playtesting Methods
- The Play Matrix

Group Activity: Prototype #1 Playtest

Further Reading: *Game Design Workshop* Chapter 9: Playtesting (277-310)

Assignments:

- Reflection #1 (Due Week 6 / Feb. 29)
- Exercise #3: The Play Matrix (Due Week 6 / Feb. 29)
- Mid-Semester Student Feedback Survey (Due Week 6 / Feb. 29)
- Start Prototype #2 (Due Week 8 / Mar. 21)
- Continue Game Journal (6 entries due by end of semester / May 3)

Week 6 (Feb. 29) – Elements of Games

Due:

- Reflection #1 (20 pts / 4% of Semester Grade)
- Exercise #3: The Play Matrix (20 pts / 4% of Semester Grade)
- Mid-Semester Student Feedback Survey (Ungraded)

Lecture/Discussion: Formal Elements of Games

- Player Interaction Patterns
- Types of Objectives
- Procedures, Mechanics – *Train*, *Depression Quest*
- Types of Resources
- Types of Rules
- Sources of Conflict
- Boundaries, Outcome

Group Activity: Three Player Tic-Tac Toe

Lecture/Discussion: Dramatic Elements of Games

- Which Games Have Rich Stories? Interesting Characters? Merge Gameplay and Story?
- Premise, Character, Free Will
- Dramatic Arcs, the Hero's Journey Pattern
- Challenge and Flow
- Types of Play, Types of Players

Further Reading:

- *Game Design Workshop* Chapter 2: The Structure of Games (31-56)
- *Game Design Workshop* Chapter 3: Working with Formal Elements (57-95)
- *Game Design Workshop* Chapter 4: Working with Dramatic Elements (96-127)

- *Game Design – Theory and Practice* Chapter 11: Storytelling

Assignments:
- Exercise #4: Narrative (Due Week 7 / Mar. 7)
- Review Board Game Rules: *Betrayal at House on the Hill*, *Terraforming Mars* (Due Week 7 / Mar. 7)
- Continue Prototype #2 (Due Week 8 / Mar. 21)
- Continue Game Journal (6 entries due by end of semester / May 3)

Week 7 (Mar. 7) – Board Game Workshop #2: *Betrayal at House on the Hill, Terraforming Mars*

Due:
- Exercise #4: Narrative (20 pts / 4% of Semester Grade)
- Review Board Game Rules: *Betrayal at House on the Hill*, *Terraforming Mars*

Lecture/Discussion: Rules Overview – *Betrayal at House on the Hill*, *Terraforming Mars*

Group Activity: Board Game Workshop #2 – *Betrayal at House on the Hill*, *Terraforming Mars*

Discussion: Board Game Takeaways

Assignments:
- Finish Prototype #2 (Due Week 8 / Mar. 21)
- Start Board Game Analysis (Due Week 10 / Apr. 4)
- Continue Game Journal (6 entries due by end of semester / May 3)

No Class Mar. 14 (Spring Break)

Week 8 (Mar. 21) – Prototype #2 Playtest

Due: Prototype #2 (35 pts / 7% of Semester Grade)

Group Activity: Prototype #2 Playtest

Assignments:
- Reflection #2 (Due Week 9 / Mar. 28)
- Continue Board Game Analysis (Due Week 10 / Apr. 4)
- Start Prototype #3 (Due Week 11 / Apr. 11)
- Continue Game Journal (6 entries due by end of semester / May 3)

Week 9 (Mar. 28) – System Dynamics and Balance

Due: Reflection #2 (20 pts / 4% of Semester Grade)

Lecture/Discussion: System Dynamics and Balance
- System Properties – Objects, Properties, Behaviors, Relationships
- Game Trees and Possibility Spaces – Tic-Tac-Toe, Chess, Set, Mastermind, Clue
- Types of Economies – Simple and Complex Bartering; Simple and Complex Market, Meta-Economies
- Emergent Systems, The Game of Life
- Information Structures – Open, Hidden, Mixed, Dynamic
- Direct and Indirect Control
- Positive and Negative Feedback Loops
- Information Loops and Arcs

- Testing for Completeness
- Loopholes vs. Features – Spawn Camping, Player Killing
- Testing for Balance – Variables, Dynamics, Reinforcing Relationships, Dominant Strategies, Positions, Skill
- Techniques for Balancing

Further Reading:
- *Game Design Workshop* Chapter 5 – Working with System Dynamics (129-166)
- *Game Design Workshop* Chapter 10 – Functionality, Completeness, and Balance (277-310)

Assignments:
- Finish Board Game Analysis (Due Week 10 / Apr. 4)
- Exercise #5: Gameplay Diagram (Due Week 10 / Apr. 4)
- Continue Prototype #3 (Due Week 11 / Apr. 11)
- Continue Game Journal (6 entries due by end of semester / May 3)

Week 10 (Apr. 4) – Digital Prototyping and Level Design

Due:
- Board Game Analysis (60 pts / 12% of Semester Grade)
- Exercise #5: Gameplay Diagram (20 pts / 4% of Semester Grade)

Lecture/Discussion: Digital Prototyping
- Types of Digital Prototypes – Mechanics, Aesthetics, Kinesthetics, Technology
- Control Schemes, Input and Output
- Selecting Viewpoints – Overhead, Side, Isometric, First-Person, Third-Person; Tone and Information
- Modeling Reality
- Interface Design – Metaphors, Mental Models, Consistency, Feedback
- Digital Prototyping Tools, Best Practices

Lecture/Discussion: Level Design
- Levels as Dramatic Arcs
- Level Components – Action, Exploration, Puzzle-Solving, Storytelling, Aesthetics
- Elements of Good Levels – Not Getting Stuck; Sub-Goals; Landmarks; Critical Path; Limited Backtracking; Choices
- Unique Solutions
- Nonlinearity
- Teaching the Player
- Level Design Process – Test Level; Outline; Base Architecture; Refinement; Base Gameplay; Refinement; Aesthetics

Further Reading:
- *Game Design Workshop* Chapter 8: Digital Prototyping (241-276)
- *Game Design – Theory and Practice* Chapter 21: Level Design

Assignments:
- Finish Prototype #3 (Due Week 11 / Apr. 11)
- Continue Game Journal (6 entries due by end of semester / May 3)

Week 11 (Apr. 11) – Prototype #3 Playtest

Due: Prototype #3 (35 pts / 7% of Semester Grade)

Group Activity: Prototype #3 Playtest

Lecture/Discussion: Iteration

- Iteration and Stages of Development
- Iterating on a Prototype

Assignments:

- Reflection #3 (Due Week 12 / Apr. 18)
- Start Prototype #4 (Due Week 13 / Apr. 25)
- Continue Game Journal (6 entries due by end of semester / May 3)

Course Evaluations open Apr. 12 at 10 AM

Week 12 (Apr. 18) – Communicating Your Designs and Understanding the Game Industry

Due: Reflection #3 (20 pts / 4% of Semester Grade)

Lecture/Discussion: Game Design Documentation

- Design Document Contents
- Writing Methods
- Iteration and Visuals
- Mistakes to Avoid
- Other Types of Documents – Concept Document/Pitch, Story Document, Script, Art Specifications, Tech Specifications
- Schedules, Budgets, Marketing Documents
- Design Macros
- Example Game Design/Concept Documents

Lecture/Discussion: Understanding the Game Industry

- Pitching Your Ideas
  - Pitch Process
  - Pitch Materials – Sell Sheet, Game Demo/AVI, Design Overview, Company Prospectus, Slideshow, Technical Overview, Competitive Analysis
  - After the Pitch – Following Up, Internal Review Process, Risk Factors, Approval/Rejection
- Team Structures and Dynamics
  - Publishers vs. Developers
  - Publisher and Developer Team Structures, Roles
  - Developer Team Roles – Game Designer, Producer, Programmers, Visual Artists, QA Engineers, Specialized Media, Level Designer
  - Publisher Team Roles – Producer, Marketing Team, Executives, QA Engineers, Usability Specialists
  - Team Dynamics
- Stages and Methods of Development
  - Agile Development
  - Stages of Development – Concept, Pre-Production, Production, Quality Assurance

- ○ Making a Project Plan – Contents, Goals, Deliverables, Schedule, Budget
- ● The Business of the Game Industry
  - ○ Size of the Game Industry
  - ○ Platforms, Genres, and Trends
  - ○ Development Costs
  - ○ Developer Royalties
  - ○ Content Licensing, Console Licensing
  - ○ Marketing
  - ○ Distribution & Retail, Risks & Trends
  - ○ Getting a Job in the Game Industry

Further Reading:

- ● *Game Design Workshop* Chapter 12: Team Structures (391-421)
- ● *Game Design Workshop* Chapter 13: Stages and Methods of Development (423-447)
- ● *Game Design Workshop* Chapter 14: Communicating Your Designs (449-469)
- ● *Game Design Workshop* Chapter 15: Understanding the New Game Industry (471-492)
- ● *Game Design Workshop* Chapter 16: Selling Yourself and Your Ideas to the Game Industry (493-508)

Assignments:

- ● Finish Prototype #4 (Due Week 13 / Apr. 25)
- ● Start Exercise #6: Design Macro (Due by end of semester / May 3)
- ● Continue Game Journal (6 entries due by end of semester / May 3)

Week 13 (Apr. 25) – Prototype #4 Playtest

Due: Prototype #4 (35 pts / 7% of Semester Grade)

Group Activity: Prototype #4 Playtest

Assignments:

- ● Finish Game Journal (6 entries due by end of semester / May 3) [60 pts / 12% of Semester Grade]
- ● Reflection #4 (Due by end of semester / May 3) [20 pts / 4% of Semester Grade]
- ● Finish Exercise #6: Design Macro (Due by end of semester / May 3) [20 pts / 4% of Semester Grade]

Course Evaluation by Apr. 26 – if the class reaches an 80% response rate, I will give everyone 5 pts extra credit

Note: If you wish to request a grade of Incomplete for this course, you must do so by this class date

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No Class Meeting for Final Exam Period

Academic Policies

Policy on Academic Integrity and Cases of Academic Dishonesty
This class will follow the policies of Rider University regarding Academic Integrity, as well as the procedures in addressing cases of Academic Dishonesty. The College's policies on such matters can be found in their entirety at: http://catalog.rider.edu/policies/code-academic-integrity/. Academic Dishonesty refers to a misrepresentation of the source or permissions related to the submission of written and creative works. In the area of digital design, this includes visual work, audio work, and written work. If in doubt, feel free to discuss sources with me before submission of work.

Academic Success Center
Students needing supplemental help beyond the scope of this class are encouraged to contact the Academic Success Center in Suite 237 of the Bart Luedeke Center. The center's services include a writing studio, success coaching and the potential for tutoring services. Email academicsuccesscenter@rider.edu.

Academic Disability Policy
Rider University is committed to providing reasonable accommodations for all students with disabilities. If you are seeking classroom accommodations under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of Sample Syllabus Statements-Disabilities April 2021 1973, you are required to register with Student Accessibility and Support Services office (SASS) at the Bart Luedeke Center, Suite 201. SASS can be contacted by email at accessibility@rider.edu or by phone at 609-895-5492, To receive academic accommodations for this class, please obtain the proper accommodation form from SASS and meet with me at the beginning of the semester to discuss your accommodations.

Class Absence Notice
It is the student's responsibility to inform instructors of the nature and extent of an actual or anticipated absence. If that is impossible, or if the absence is or will be more than three (3) consecutive class sessions (seven (7) calendar days), the student should contact the Office of the Dean of Students at deanofstudents@rider.edu or 609-896-5101. Then the dean's office will notify the appropriate faculty member. More information about the procedure for notifying the dean's office of absences can be found at https://www.rider.edu/about/offices-services/student-affairs/dean-of-students/info-for-students/class-absence-notice

Incomplete Grades
Students who, as a result of extenuating circumstances, are unable to complete the required work of a course within the term, may request an extension of time from a faculty member. Such extensions of time can be granted only in cases in which illness or another serious emergency has prevented the student from completing the course requirements or from taking a final examination. The request for extension of time must be made prior to the last scheduled class meeting, except in those unusual situations in which prior notification is impossible.

The faculty member shall determine whether to grant the request for a time extension and the type of verification (if any) required to support the request. The faculty member shall specify the time, up to four weeks from the last day of the term, as specified in the academic calendar, by which work must be completed by the student. If the faculty member does agree to the request, the notation "I" (Incomplete) shall be submitted on the grade roll. In those situations where the faculty member has not received a request for an extension of time, the notation "I" (Incomplete) may be submitted on the grade roll by the faculty member when, in his or her judgment, such a determination appears justified. Upon submission of completed required work the faculty member shall submit a Change of Grade form to the Registrar.

Students who, as a result of extenuating circumstances, are unable to submit the completed required work at the end of the four-week period may request an extension of the incomplete grade. The request for an extension of the incomplete must be made prior to the expiration of the four-week period. If the faculty member agrees to the request for an extension of the incomplete, the faculty member shall specify the time, up to a maximum of two weeks from the date of expiration of the four-week period (i.e., six weeks from the last day of the term) by which work must be completed by the student and shall submit an Extension of Incomplete form to the Registrar.

Upon submission of completed required work, the faculty member shall submit a Change of Grade form to the Registrar and assign the course grade. Failure of the Registrar to receive from the faculty member a Change of Grade form or an Extension of Incomplete form at the end of the four-week period, or a Change of Grade form at the end of the six-week period shall result in the automatic assignment of the grade "F," "Z," or "U" by the Registrar.

Students who receive an incomplete in a course that is part of a course sequence must obtain permission from the department chairperson to remain enrolled in the next course in the sequence or they will be removed from that next course.

More information on grade reports can be found here:
http://catalog.rider.edu/policies/undergraduate/grades/

Courses — Adding, Dropping, Withdrawing, Auditing, Repeating
Students may add courses through the first week of the regular semester at their own discretion provided the course is still open for registration. Students may drop courses through the second week of the regular semester at their own discretion. In such cases, the courses are deleted from the student's record. After the second week of the semester, a withdrawal from the course is necessary and a 'W' is recorded on the transcript.

Students may withdraw from courses and receive a grade of 'W' during the third through tenth weeks of the semester. The student's academic advisor and financial aid counselor will be notified of class withdrawals by email. View the course drop/withdrawal policy:
https://www.rider.edu/tuition-aid/financial-aid/payment-billing/drop-withdrawal-policy

Spring 2024 withdrawal dates can be found here:
http://catalog.rider.edu/academic-calendar/#Spring%20semester

More information on course processes can be found here:

http://catalog.rider.edu/policies/undergraduate/courses-add-drop/

Registrar forms can be found here:

https://www.rider.edu/academics/academic-support/registrar/forms

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